**Elementary Literacy Context for Learning Information**Use the Context for Learning Information to supply information about your school/classroom context.   
**Part 1 - About the School Where You Are Teaching**

**1.** In what type of school do you teach?

* **Elementary school:** Farragut Intermediate School
* **Suburban:** Farragut Intermediate School is located in a suburb of Knoxville, Tennessee called Farragut.

**2.** List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

* At Farragut Intermediate there is a big emphasis on team teaching. Every two classrooms are connected which provides team teachers with a great advantage as far as planning goes. All teachers at the school are required to meet together twice a week for PLC (Professional Learning Community) meetings. These meeting times are used to discuss test scores and learning strategies that need to be addressed, as well as many other topics that need to be discussed among the grade levels.

**3.** Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

* There are no real obstacles are requirements that will affect my lesson at Farragut Intermediate School. The only aspect that is different than what I am used to is the strict use of the textbook by the teacher. I think it will be extremely different for me to plan a lesson using this structured math book. However, having the book to reference to may prove to be extremely beneficial.

**Part 2 - About the Class Featured in This Assessment**

**1.** How much time is devoted each day to literacy instruction in your classroom?

In my practicum placement, the time allotted for math takes up the largest block of time during the school day. Math time is an hour and a half of pure math. There was not a second that I was in the classroom during this time, that math was not the main focus. During this time, the class next door comes over to Ms. Brown’s room and the bulk of her class goes out to another classroom. In the afternoon, during science/social studies time, every other day, Ms. Brown’s class switches with the class next door. Ms. Brown teaches science only. My role during this time was to make sure the students stayed on task at all times and to also help in small group instruction. The time allotted for literacy instructions is roughly an hour and a half. Half of the literacy (reading/writing) time is before lunch, then when the students come back from lunch they finish their literacy instruction.

**2.** Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.

The ability level of the students range from below level, to above level, as well as in between. There is one below level group, two on level groups, and one above level group. There are no real affects of this in my practicum class. I think that the students are not really aware of how the groups are broken up. The readings are the same the majority of the time, but the comprehension questions range in difficulty. When readings are different between reading groups, it is usually because they are using the chapter books provided by the Treasures Reading Series.

**3.** Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

Farragut Intermediate School uses the Treasures Reading Program. This program includes chapter books and stories for each level reader.

* Bear, D. R. (2007). *Treasures: a reading /language arts program*. New York: Macmillan McGraw-Hill.

**4.** List other resources (e.g., electronic whiteboard, classroom library or other text sets, on-line professional resources) you use for literacy instruction in this class.

From what I have seen during my placement time, the ActivBoard has been used for literary instruction on several occasions. When doing whole class instruction the pictures from the book are often displayed under the projector and onto the ActivBoard screen. The students respond extremely well to technology in the classroom, so any use of the ActivBoard or tools of that nature are greatly utilized at this school. The classroom library is plentiful, and I have often seen students go to the bookshelf to select a book to read when they finish their classwork.

**Part 3 - About the Students in the Class Featured in This Assessment**

**1.** Grade level(s): \_\_\_\_\_5th\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.** Number of: students in the class \_\_\_26\_\_

males \_ 12\_\_\_\_ females \_\_14\_\_\_

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| **3.** Complete the chart below to summarize required or needed supports, accommodations or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first two rows have been completed in italics as examples. Use as many rows as you need. Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.   * English language learners * Gifted students needing greater support or challenge * Students with Individualized Education Programs (IEPs) or 504 plans * Struggling readers * Underperforming students or those with gaps in academic knowledge |

(See examples in the edTPA Handbook on p. 35)

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| **Learning Needs Category** | **Number of Students** | **Supports, Accommodations, Modifications, and/or Pertinent IEP Goals** |
| IEP | 2 | These students are pulled out of the gen ed class for SpEd 1 hour each day. One student is in a co taught math class where she receives extra instruction during math. Students receive social training as well as one on one instruction with SpEd teachers. Testing accommodations are also made where students are tested in small group or individually. They receive extra time or are read aloud to during testing. One student goes to Occupational Therapy (OT) once a week to receive support. Daily accommodations are made for these students (Shortened assignments, extra time, visual aids, read aloud, etc.) |
| ELL | 1 | ELL testing accomodations-tested in small group with ELL instructor. Support provided when needed in the general education classroom. |
| Speech | 1 | This student is pulled out twice per week to work on skills related to the sound where there is a deficit. Progress reports are given on a weekly basis. |